

FORT LAUDERDALE JUNIOR COLLEGE
OF BROWARD COUNTY

A REPORT OF
INSTITUTIONAL SELF-STUDY

1963

BROWARD COMMUNITY COLLEGE
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Fort Lauderdale, Fla. JUNIOR COLLEGE OF BROWARD COUNTY.

A Report of
INSTITUTIONAL SELF-STUDY

Fort Lauderdale, Florida

June, 1963

ACKNOWLEDGEMENT

The Junior College of Broward County is indebted to many individuals for contributions to this report. The invaluable assistance of the consultants is gratefully acknowledged. Dr. Kenneth Skaggs, Vice President of St. Petersburg Junior College, advised the Steering Committee. Dr. Frances Spain, Director of Library Service, Central Florida Junior College, assisted the study committee on Instruction in the evaluation of the library services. Dean Paul Allison, Dean of Instruction, Palm Beach Junior College, worked with the study committee on Administration and the study committee on Institutional Relationships. Dr. Harold Haswell, United States Office of Education, was the consultant for the study committee on Curriculum. Dr. Joe Fordyce, President of Central Florida Junior College, assisted the study committee on Student Personnel Services.

PREFACE

In preparing a report of the results of an institutional self-study it is most difficult to include all the available information. Therefore, the Steering Committee has chosen to summarize the pertinent findings and recommendations of the various study committees. Many details too voluminous to include here have been assembled and are readily available to the reader who visits the College. Those who are unable to visit the institution may secure additional information by requesting it.

A supplement to this report will be prepared in September, 1963 for the purpose of bringing the study up-to-date.

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I. INTRODUCTION

The Junior College of Broward County was officially opened to students in August, 1960. The College is situated southwest of the city of Fort Lauderdale, a rapidly expanding city with a population placed by the 1960 United States census at 83,648. This same census quotes a population of 333,946 for Broward County, of which Fort Lauderdale is the county seat. According to the First Research Corporation of Miami, the population of Broward County has increased 68,196 since 1960. Predictions of a population of 630,000 to 640,000 for the county by 1970 indicate that the population will double in this decade. For the first time in Florida history, Broward County now leads the state in numerical population growth.

During its first three years, the Junior College of Broward County was housed in the former naval barracks near the Fort Lauderdale-Hollywood International Airport. To be occupied with the opening of the 1963-64 fall term is the new college campus, with its initial six buildings, located on the northern edge of the small town of Davie and occupying 152 acres of the South Florida Educational Center.

The College is under the local jurisdiction of the County Board of Public Instruction and is closely allied, in working relationships, with an Advisory Committee, the membership of which is county wide. The original plan was that the Junior College of Broward County would at first offer only a university parallel program, but in time fulfill broader purposes of a state-supported public community junior college.

The first, courses of a technical terminal nature were offered during the fall term of the 1962-63 school year. These will be increased during the year 1963-64.

II. PURPOSES OF THE SELF-STUDY

This self-evaluation study of the Junior College of Broward County was conducted during the 1962-63 school year and covered the first three years of operation. This is the third of a series of such studies made by the College. During the 1960-61 school year two committees formulated a general education policy and developed guide lines of procedure which have been in effect since that time. The present self-study was intended to evaluate the accomplishments and failures of the College to date; to establish its present educational position; and finally to make recommendations for strengthening and improving the College. The recommendations (they appear in the final section of this report) may in some instances reflect only the general thinking of the faculty and the students. In other cases the policies, procedures, techniques, and suggestions that have evolved from this self-study have already been incorporated in the plans of the College.

III. PROCEDURES

The Steering Committee for self-study was appointed by the President of the College in August, 1962, with the Dean of Instruction as chairman. The committee proposed to formulate and guide the self-evaluation, using in addition professional consultants particularly qualified in the specified areas of the study committees. This procedure, it was believed, would save time, improve staff morale, and facilitate the work.

The committee first established for the self-study a time schedule which was closely adhered to with the exception that the final visitation was postponed from May 3, 1963, until early November. This postponement was requested by the State Department of Education because of the meeting of the 1963 Florida Legislature. Secondly, the committee nominated the membership of appropriate study committees (six in all) as suggested in the "Guide Lines for the Evaluation of Junior Colleges" provided by the State Department of Education. Appointments were made by the President. The study committee organization included a final editorial committee whose duties in no way involved determination of policy. The entire instructional and administrative staff of the College was drawn into the work of the committees, with each area being studied by personnel primarily from other areas. Funds were allocated by the College to employ a part-time secretary to the committees and to pay expenses of the consultants.

The Steering Committee issued materials and suggestions to guide study committee operations. The Steering Committee also assumed the responsibility of coordinating and issuing two questionnaires representing the study committees' requests. These were used to sample the reactions of the faculty, administration, and former students. Additional data were gathered directly from personal contacts on and off the campus. All college records were made available for use in the self-study.

As the study committee reports were completed, the findings were presented by each committee chairman to the general faculty. The Steering Committee then coordinated the study committee's reports with some revisions into the final report. This, in turn, was handed to the editing committee for completion. Copies of the final report were distributed to the members of the faculty prior to a briefing at a general faculty meeting.

Listed in the order of their reporting, the six study committees were committed to the following fields of inquiry: objectives of the College, administration, curriculum, instruction, student personnel, and institutional relationships. These reports follow in the same order.

IV. THE STUDY REPORTS

Objectives of the College

State law regulating junior colleges in Florida provides a framework within which each community's unique needs can be achieved. The impetus must emanate from the locality; therefore, junior colleges in Florida are properly termed community junior colleges.

The objectives of the Junior College of Broward County reflect the specific wishes of the community. After extensive research and working within the latitude provided by the state statutes, this county envisaged a gradual and progressive development of the three instructional areas: university parallel, community service, and technical education. Well before most of the faculty and staff had been appointed, it had been determined by those who officially represent the educational interests of this community to offer at first only the university parallel program. The aptness of this decision was confirmed during the first semester by the independent election of the same philosophy by the faculty in Operation Brainstorm.* This group, however, recommended a three-year period during which terminal courses of a technical nature should be introduced; community surveys seemed to show the need. Mindful of this suggestion and of the desires of the community, the College has proceeded to expand its offerings.

*See page 25

Growth and rapid change in the community make it necessary that the College often re-examine its objectives. Self-study must be a continuing feature of the Junior College of Broward County if the institution is to remain faithful to the philosophy of Florida's community junior colleges.

Administration

Introduction

The self-study committee on administration was assigned the responsibility of analyzing and evaluating the administration and its operation. In order to complete this assignment, the following aspects of administration were thoroughly investigated: college policy, administrative organization and personnel, finance, institutional research, plant operations and facilities, and long-range planning.

College Policy

Policies are formulated by the Florida State Department of Education, the Broward County Board of Public Instruction, and the College. The State Department policies are broad and general in nature, while those of the County Board are more specific and more pertinent to the College's relationship to the county public school system. During the first two years of operation, the administration developed most of the policies. These policies were frequently reviewed and often revised by the Student Personnel Services Committee and the department chairmen under the direction of the Dean of Instruction. In the third year permanent committees were appointed to study current policies, to discuss problems, and to make recommendations; these committees included: the Committee on Academic Affairs, the Committee on Student Personnel Services, and the Committee on Institutional Affairs.

The county policies were prepared primarily for the public schools. Adapted to meet the needs of the College, they appear in the Administrative Handbook. Many of the policies established by the College are to be found in the catalog, in brochures, and in pamphlets. Procedures have been issued as memorandums, directives, and handbooks.

Organization

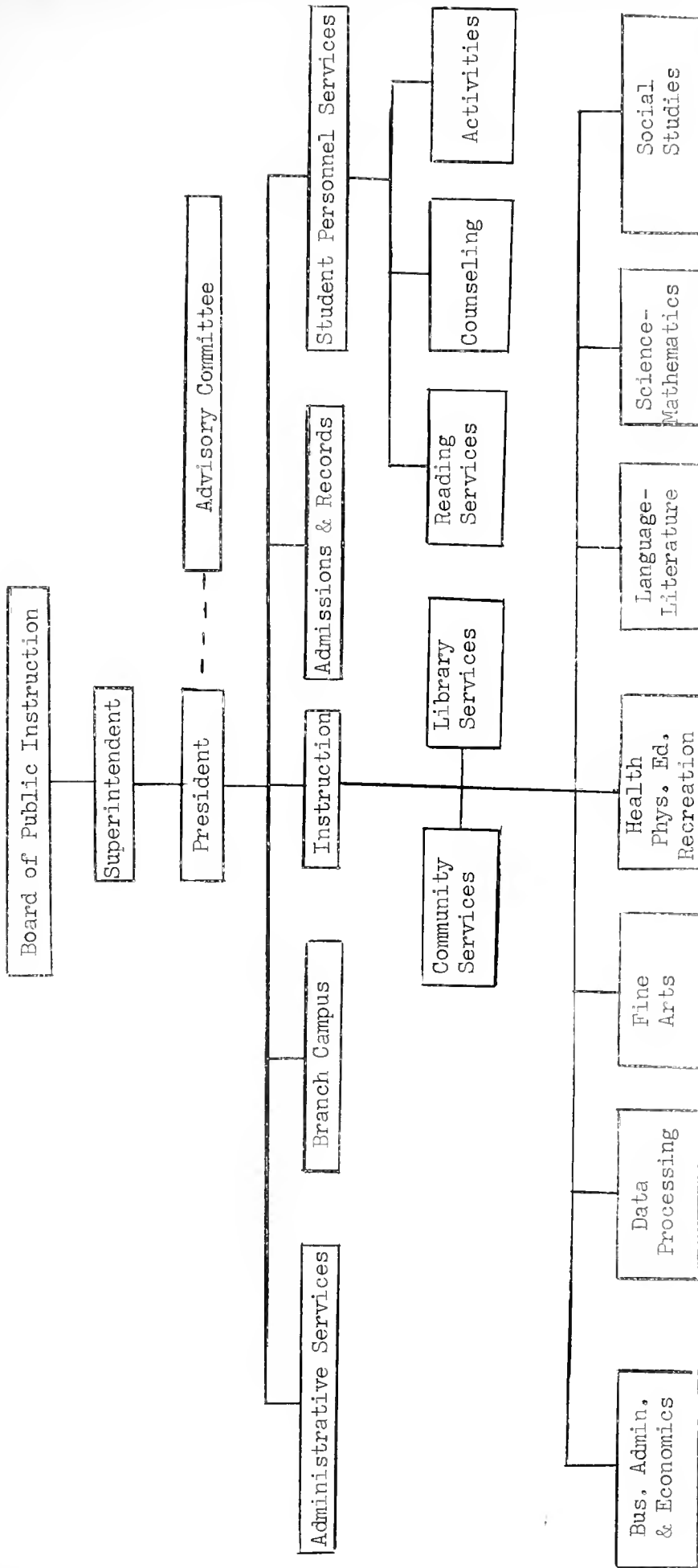
The organization at the state level is the same as it is for other Florida public junior colleges, with the Division of Community Junior Colleges of the Department of Education furnishing the primary direction. Florida school law places the Junior College of Broward County under the jurisdiction of the Broward County Board of Public Instruction. This same law establishes an Advisory Committee to assist the President in fulfilling the responsibilities of the College. Chapters 228 to 237 of the Florida Statutes, 1961, define the responsibilities and duties of the Board of Public Instruction and the Advisory Committee.

According to section 230.47 of the Florida Statutes, 1961, the President is responsible to the County Board through the County Superintendent. As a result of the establishment of the Junior College of Broward County, the following responsibilities have been added to those already assigned to the County Superintendent:

1. To advise and counsel the County Board on Junior College matters.
2. To work with the Advisory Committee before a nomination for the President of the Junior College.
3. To assist the President in developing county policies, regulations, and procedures which are applicable to the Junior College,

The organization of the Junior College of Broward County is shown in Chart .

1962-63



An administrative council functions in an advisory capacity to the President, facilitates communication between the President's office and other administrative offices, and discusses general and specific problems. The council meets weekly or more often if the need arises. Members of the administrative council are the following: President, Dean of Instruction, Director of Administrative Services, Director of Admissions and Records, Dean of Student Personnel Services, and Dean of Branch Campus.

Three standing committees have been appointed to study their respective problems and report directly to the President. The committee chairman is on a rotating basis and is appointed by the President each year. During the first year of operation, the committee chairman is an administrator, and some of the members serve one-or two-year terms. Later, the length of term will be three years.

The Dean of Instruction is chairman of the Committee on Academic Affairs. This committee considers curriculum, instruction, library facilities, and all other academic affairs of the College.

The Dean of Student Personnel Services is chairman of the Committee on Student Personnel Services. This committee is to study student personnel problems, student activities, counseling, advisement, and testing.

The Director of Administrative Services is chairman of the Committee on Institutional Affairs. The committee is assigned the responsibility of investigating professional relationships and organizations, faculty hospitality and social affairs, faculty petitions, administrative problems, and such other matters as may be referred to it by the President.

Administrative Personnel

Responsibilities and Duties of Administrators

The primary objective of administration is to provide an educational environment which is conducive to the best teacher-student relationship. To this end, the administrators were chosen to assist the President in:

1. Selecting competent personnel, both instructional and non-instructional.
2. Making available to the instructional staff the following services:
 - a. Duplicating and clerical.
 - b. Library.
 - c. Student (counseling and reading programs).
3. Creating the best possible administrator-teacher climate.
4. Furnishing the educational leadership:
 - a. To develop a program of college instruction.
 - b. To make the College the educational and cultural center of Broward County.

A list of responsibilities and duties for each administrative position appears in the Administrative Handbook.

Education and Experience of Administrators

The effectiveness of an administration is partially determined by the background of the administrators. Of the ten administrators, five have earned doctorates and the others possess master's degrees. All administrators are certificated by the State Department of Education. They have been employed in elementary, secondary, and college education systems for an average of 18.4 years, with an average of 10.7 years in administration.

All administrators have had from one to five years of experience in junior college administration.

The non-instructional, custodial, and food service employees total thirty. The non-instructional staff is required to complete a testing program administered by the Broward County Board of Public Instruction and is required to meet other job qualifications as prepared by the Board.

Evaluation of Administrative Organization

The self-study committee endeavored to determine the effectiveness of the administrative organization by having the instructional staff complete a questionnaire. Eighty-three staff members returned the questionnaire, which analyzed four areas of the College organization. Eighty-two per cent of the instructors indicated that the total College organization is procedurally effective. [Over sixty-five per cent of the instructors felt that the faculty committee structure is adequate and effective.] Nearly seventy per cent agreed that faculty responsibilities in relation to administrative policies and procedures are clearly defined.

Finance

The Junior College of Broward County is financed primarily by the State, the Broward County Board of Public Instruction, and student fees. An initial allotment of \$15,000 was provided by the Broward County Board of Public Instruction in April, 1960, to pay the administrative expenses incurred in establishing the College. Table 1 shows the sources of revenue and the percentages of each source for each of the three years that the College has operated. Table 2 shows budget allotments for the College.

TABLE 1

SOURCES OF REVENUE FOR THE
JUNIOR COLLEGE OF BROWARD COUNTY

Sources of Revenue	1960-61		1961-62		1962-63*	
	Amount	Per Cent	Amount	Per Cent	Amount	Per Cent
Federal Funds	\$ 100	.03	\$ 230	.03	\$ 200	.02
MFP Funds	93,751	25.60	320,564	37.95	253,289	24.47
Sales Tax	18,425	5.30	56,127	6.64	50,314	4.86
NDEA			55	.06	7,000	.68
Student Fees	69,000	18.90	130,183	15.41	181,000	17.48
Local Sources	400	.10	3,280	.39	4,000	.39
S & M Funds (K-12)	177,143	48.50	294,992	34.92	381,297	36.84
Cash Balance	5,703	1.57	21,477	2.54	116,566	11.26
SBE Bonds			16,782	1.99	24,054	2.33
SBE Admin. Expenses			611	.07	366	.04
Investment					16,782	1.63
Totals	\$365,522	100%	\$844,801	100%	\$1,035,168	100%

*Estimated

TABLE 2

BUDGET APPROPRIATIONS FOR THE
JUNIOR COLLEGE OF BROWARD COUNTY

Division of Budget	1960-61		1961-62		1962-63*	
	Amount	Per Cent	Amount	Per Cent	Amount	Per Cent
Administration and Special Instruc- tional Services	\$ 85,500	23.39	\$193,721	22.93	\$260,110	25.13
Instruction	197,700	54.09	447,587	52.98	570,000	55.06
Operation of Plant	17,900	4.91	44,116	5.22	39,500	3.82
Maintenance of Plant	3,684	1.02	14,000	1.66	5,000	.48
Auxiliary Services	600	.16	500	.06	500	.05
Fixed Charges	15,735	4.31	25,900	3.07	25,156	2.43
Capital Outlay	28,500	7.81	67,574	8.00	75,500	7.29
Reserve	15,703	4.31	34,621	4.09	18,566	1.79
Investment			16,782	2.09	22,759	2.20
Debt Service					18,077	1.75
Totals	\$365,522	100%	\$844,801	100%	\$1,035,168	100%

*Estimated

The President submits the proposed budget to the Advisory Committee for approval. If satisfactory, the budget is forwarded to the Broward County Board of Public Instruction where it is approved and incorporated with the county budget. Final approval is given by the State Department of Education.

Beginning with the 1962-63 budget, each division and department head had a separate budget which he administered. Tables 3-A, 3-B, and 4 show the individual budgets. Tables 3-A and 3-B represent a single budget. A monthly report is prepared for each chief administrator and department head showing classification of the monthly purchases and the balances of the various accounts.

The President is also responsible for the preparation of two additional budgets, both assigned to the internal financial records. The first budget pertains to internal funds which may be used toward administrative expenses not supported by the regular College budget. The main source of revenue for this budget is vending machines. The administrative budget is approved by the Advisory Committee and forwarded to the Broward County Board of Public Instruction and the State Department of Education.

The second budget is prepared by the Student Government and represents the funds that support certain student organizations and activities. The source of revenue is the student activity fee. After the President of the College approves this budget it is presented to the Advisory Committee, the Broward County Board of Public Instruction, and the State Department of Education. Expenditure of the student activity fees is subject to the approval of the respective organization, the Director of Student Activities, and the President.

TABLE 3-A
DIVISION AND DEPARTMENT BUDGETS OF THE
JUNIOR COLLEGE OF BROWARD COUNTY

		DEPARTMENT							
Account No.	Account Title	Library	Even. School	Bus. Admin.	Lang- uages	Fine Arts	Phy. Educ.	Science Math	Social Sci.
2243.20	President								
2213.10	Sal. Instructors			\$38,550	\$116,900	\$31,750	\$49,250	\$108,050	\$103,500
2213.11	Sal. Pt. Time Ins.		\$30,000						
2214.	Sal. Admin. Staff	\$15,815	18,720						
2220.	Sal. Secretaries	2,820	3,360		2,640			3,000	2,700
2220.19	Stu. Workers	1,620	270			270	270	3,200	
2242.15	NDEA Audio Visual							300	
2242.20	Audio Vis. Mater.	300	200	300	300	300	200	300	500
2243.20	Periodicals-Newsp.	1,500							
2244.10	Other Lib. Exp.	2,500							
2250.15	NDEA Instr. Sup.				1,000			1,000	
2250.24	Other Instr. Sup.		1,000	1,260	3,640	980	1,260	3,360	2,800
2250.26	Oper. Instr. Sup.			90	260	70	90	240	200
2260.10	Office Supplies		300	90	160	70	90	140	100
2260.110	Admin. Off. Sup.		50						
2260.111	Instr. Off. Sup.			45	130	35	45	120	100
2260.12	Curr. Supplies		200	50	50	50	50	50	50
2260.13	Testing Supplies			50	100	50	50	100	100
2260.15	Sup. for Spec. Prg.								
2260.2	Travel Expense	500	500	270	680	210	270	620	500
2260.3	Printing	100	800	300	100	200			
2260.41	Rental of Equip.			400					
2260.43	Consultative Svcs.								
2260.44	Memberships Edu. Assoc.	25	25	25	25	25	25	25	25
2260.48	Other Misc. Expense								
2843.15	NDEA Equipment							6,000	
2844.24	Admin. Equipment								
2844.29	Other Admin. Equip.		100						
2844.34	Other Instr. Equip.	600		1,000	600	600	600	4,000	600
2850.20	Library Books	14,000							
TOTALS		\$40,280	\$55,725	\$42,700	\$126,785	\$34,610	\$55,560	\$130,505	\$111,175

DIVISION AND DEPARTMENT BUDGETS OF THE
JUNIOR COLLEGE OF BROWARD COUNTY

Account No.	Account Title	DIVISION						Branch Campus
		Presi- dent	Admin. Svcs.	Instr.	Regis- trar	Stu. Pers.		
2243.20	President	\$14,000					\$30,800	
2213.10	Sal. Instructors							
2213.11	Sal. Pt. Time Ins.							
2214.	Sal. Admin. Staff		\$9,960	\$18,500	\$16,020	\$43,640	8,980	
2220.	Sal. Secretaries	4,800	10,660	4,200	11,580	9,600	3,120	
2220.19	Stu. Workers		1,310		270	540		
2242.15	NDEA Audio Visual						100	
2242.20	Audio Vis. Mater.							
2243.20	Periodicals-Newsp.							
2244.10	Other Lib. Exp.							
2250.15	NDEA Instr. Sup.						700	
2250.24	Other Instr. Sup.						50	
2250.26	Oper. Instr. Sup.						50	
2260.10	Office Supplies	300	1,500	300	700	200		
2260.110	Admin. Off. Sup.	50	50	50	50	50		
2260.111	Instr. Off. Sup.						25	
2260.12	Curr. Supplies	25	250	300	200	200	25	
2260.13	Testing Supplies					425	25	
2260.15	Sup. for Spec. Prg.	50	50	500	100	100		
2260.2	Travel Expense	1,500	500	800	700	800	150	
2260.3	Printing				2,500	200	300	
2260.41	Rental of Equip.							
2260.43	Consultative Svcs.	300		500				
2260.44	Memberships Edu. Assoc.	275	25	25	25	25	25	
2260.48	Other Misc. Expense	50	375	25	25			
2843.15	NDEA Equipment							
2844.24	Admin. Equipment		1,000					
2844.29	Other Admin. Equip.	200		200	200	200	100	
2844.34	Other Instr. Equip.							
2850.20	Library Books							
TOTALS		\$21,650	\$63,609	\$25,400	\$32,770	\$56,305	\$44,450	

TABLE 4

DIVISION AND DEPARTMENT BUDGETS

FOR THE

JUNIOR COLLEGE OF BROWARD COUNTY 1962-63

Division and Department			Per Cent
Division			
President's Office	\$ 21,650	2.09	
Director of Administrative Services	63,609	6.15	
Dean of Instruction	25,400	2.45	
Director of Admissions and Records	32,770	3.16	
Dean of Student Personnel	56,305	5.43	
Director of Library	40,280	3.89	
Dean of Branch Campus	44,450	4.29	
Director of Evening School	55,725	5.28	
Department			
Business Administration	42,700	4.13	
Languages	126,785	12.25	
Fine Arts	34,610	3.34	
Physical Education	55,560	5.37	
Science and Mathematics	130,505	12.62	
Social Sciences	111,175	10.74	
Miscellaneous			
Reserve	18,566	1.79	
Investment	22,759	2.20	
Debt Service	18,077	1.75	
Maintenance of Plant	5,000	.48	
Auxiliary Services	500	.05	
Fixed Charges	25,126	2.43	
Operation of Plant	39,500	3.82	
Future Planning	64,116	6.19	
Totals	\$1,035,168	100%	

Scholarships have been established by public organizations, businesses, individuals, and governmental agencies. Usually, the recipient of the scholarship is designated by the donor. The College administers the scholarship according to the donor's instructions.

A student loan fund has been established to assist those students needing immediate and short-term financial assistance. The loans are interest free and must be repaid within the semester. Contributions by individuals and public organizations provide the revenue for the student loan fund.

Audits of Financial Records

The financial records of the internal funds are audited annually by the Auditing Department of the Broward County Board of Public Instruction. Each audit serves to show the strengths and weaknesses of the internal accounting system. Appropriate changes are made to comply with the recommendations appearing in the audit.

Institutional Research

The administration is constantly striving to improve the operation of the College by securing pertinent information through self-studies. Listed below are completed projects.

1. "They Leave for Many Reasons." A study of students who withdrew from the day division of the Junior College between September - November, 1961.
2. "Student Progress in Developmental Reading." A study of the progress students have made in the reading program.
3. "Performance of Ninety-four Sophomores at the Junior College of Broward County on Form 1-C of the School and College Ability Test."
4. "Performance of 117 Sophomores at the Junior College of Broward County on Form 1-A of Sequential Test of Educational Progress."

5. "Florida State Twelfth Grade Test Scores for Students Enrolled in the Junior College of Broward County in the Years 1960-62." A study of academic aptitudes of students enrolled in the Junior College of Broward County.
6. "The Student Image of the Florida Junior College." A study to determine the students' image of junior colleges.
7. "A Report on a Student Evaluation of the Evening Division -- Junior College of Broward County --- Spring Semester, 1962." An effort to determine students' evaluation of the Evening Division of the Junior College.
8. "A Report on Community Survey Conducted During the Summer, 1962." Objective was to determine community interest in the Community Service and Evening Division Program of the Junior College of Broward County.
9. "Report on Junior College Finances." A study of the sources and appropriations of the Junior College of Broward County for the years 1961, 1962, and 1963.
10. "Community Resources for Teaching Business Education in Fort Lauderdale, Florida." To determine the resources within the Fort Lauderdale, Florida, area that will aid in the teaching of business education on the college level.

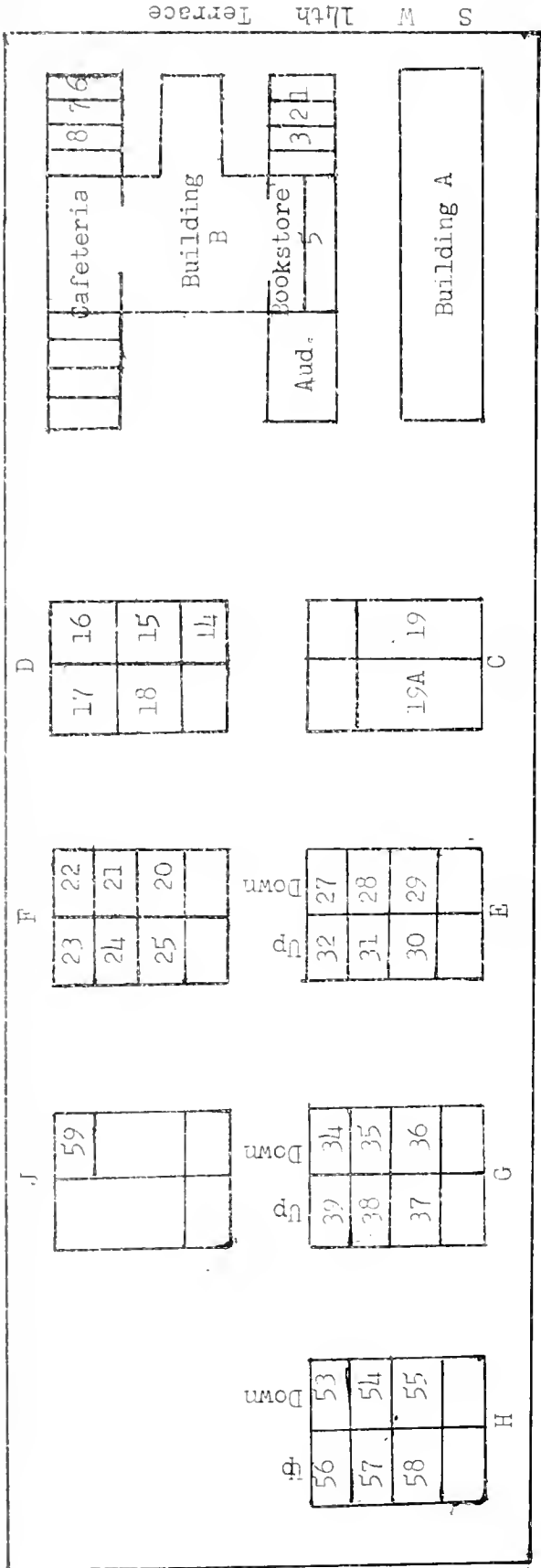
Plant Operations and Facilities

During the first three years of operation, the Junior College was located in temporary facilities. Even though the buildings were not constructed for college use, they were remodeled to meet the current needs. Chart B shows the composition of the ten buildings for the year 1962-63. Since the facilities were not the most desirable, an effort was made to provide well-equipped classrooms and offices. A study of the budgets reveals that \$93,261 has been expended for equipment and \$47,484 for library books. Adequate space was available for students and faculty parking, physical education programs, and outside lounging for students.

Table 5 reports the classroom utilization for 1962-63.

Facilities for the Branch Campus consist of three classrooms and one large room divided into offices and a library. These facilities are fairly satisfactory.

CAMPUS OF
JUNIOR COLLEGE OF BROWARD COUNTY
S W 43rd Street



S W 41st Court

Directory of Buildings

- Bldg. A-- Administration
- " B-- Student Lounge, Bookstore, Cafeteria and Auditorium
- " C-- Physical Education
- " D-- Chemistry
- " E-- Science & Math
- " F-- Business
- " G-- English, Foreign Language
- " H-- English, Foreign Language
- " I-- Library, Social Science and Counseling
- " J-- Music, Engineering Drawing

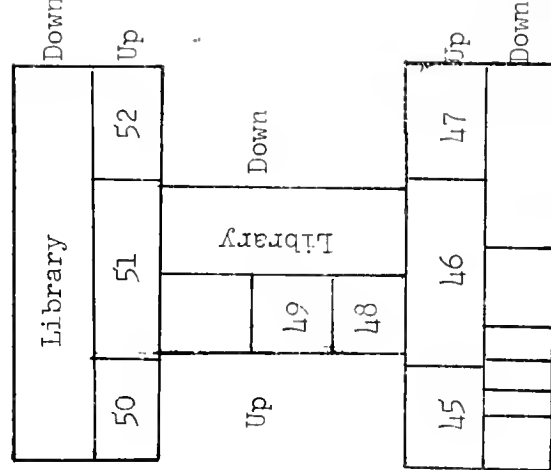


TABLE 5
SPACE UTILIZATION FOR FALL TERM

1962-63

Assigned on a weekly basis

Room	No. of Square feet	No. of student stations	Total periods used per week	Total student stations	Average student hour occupancy	Percentage of student stations occupied
Aud.	2325	200	15	3000	5.4	55.8
B-1	744	20	28	560	21.0	75.1
B-2	744	27	27	729	13.4	49.9
B-3	744	34	18	612	12.5	69.6
B-5	744	24	12	288	7.5	62.5
B-6	744	40	27	1080	14.4	53.6
B-7	744	38	39	1482	24.3	62.5
B-8	744	42	35	1470	19.4	55.4
B-12	744	30	10	300	6.3	63.6
B-13	744	45	28	1260	13.8	49.6
C-19	816	30	18	540	11.9	66.2
C-19A	816	40	24	960	18.0	75.2
D-14	552	41	12	492	8.9	74.3
D-15	1224	15	27	405	20.8	77.2
E-27	936	25	29	725	23.6	81.5
E-28	936	35	17	595	11.5	67.8
E-29	936	18	4	76	3.7	86.9
E-30	936	35	10	350	5.3	53.4
E-31	936	36	28	1008	19.5	69.7
E-32	936	25	15	375	12.1	80.8
F-20	936	35	9	315	6.1	67.6
F-21	936	38	3	114	2.4	81.6
F-22	936	29	12	348	5.7	48.2
F-23	936	20	24	480	16.7	69.5
F-24	936	36	18	648	12.1	67.1
F-25	936	22	6	132	1.9	31.8
G-34	936	29	15	335	9.3	80.5
G-35	936	27	15	405	11.5	77.0
G-37	936	38	12	456	6.5	54.6
G-38	936	22	12	264	8.4	70.4
G-39	936	24	29	899	31.8	75.3
H-53	744	31	27	837	18.3	68.1
H-55	936	35	18	630	13.0	72.3
H-56	744	15	3	45	3.0	100.0
H-57	744	41	15	615	11.8	79.0
I-41	640	33	21	693	9.2	44.1
I-42	837	28	33	924	20.7	62.9
I-43	588	25	27	675	15.0	55.5
I-45	837	30	33	990	31.8	96.3
I-46	588	30	27	810	11.7	38.6
I-47	567	28	33	924	29.2	88.6
I-49	567	30	12	360	5.6	46.6
I-50	567	19	24	456	14.2	59.2
I-51	588	40	9	360	3.9	43.3
I-52	837	42	12	504	15.5	73.8
Branch Campus						
3	765	34	11	374	4.12	37.4
4	765	30	5	150	2.66	54.0
5	768	38	13	494	4.33	53.3

Long Range Planning

Long range planning for the Junior College of Broward County began in 1958, when a committee of fifteen was appointed to survey Broward County to determine the need for a public community junior college. The recommendations of this committee resulted in the establishment of the Junior College.

Another survey was made in February, 1961, to determine what facilities were necessary for the Junior College. Since it would be impossible to erect all of the facilities at one time, priorities were established. Priority one involved an estimated expenditure of over two million dollars. Priority two was to cost approximately another million dollars.

Since the 1961 Legislature was unable to provide the requested capital outlay, it was impossible to construct even the priority one facilities; however, the Broward County Board of Public Instruction supplemented the building funds substantially so that minimum facilities would be available in September, 1963. As the legislature furnishes sufficient building funds, additional buildings will be erected according to the priorities.

The following reference items are located in the conference room:

1. Campus plat showing location of each building when all facilities have been erected.
2. Blueprints showing the floor plans of completed buildings.
 - a. Administration.
 - b. Library.
 - c. Science laboratory and classrooms.
 - d. Science lecture rooms.
 - e. Physical education.
 - f. Student lounge.
 - g. Data processing.
 - h. Air conditioning.

3. Blueprints showing floor plans of buildings ready to be constructed as soon as funds are available:
 - a. Student snack bar.
 - b. Technology.

Curriculum

The College catalog is the most accurate reflection of the curriculum. The first catalog, issued for 1960-61, listed sixty-nine courses in sixteen areas of learning. The fourth catalog, issued for 1963-64, includes one hundred and four courses in nineteen areas. Clearly there has been an extension of the curriculum both in terms of the number of courses offered and the variety of areas in which instruction is offered.

More important than the mere extension of course offerings is the attention which has been given to relating the curriculum to the purposes of the institution, the characteristics of the students whom the College serves, and the nature of the social-cultural-economic-psychological environment within which the College functions.

Initially it was necessary for the Dean of Instruction to make certain relatively arbitrary decisions concerning the curriculum. It will be noted that the original curriculum excluded terminal two-year programs, incorporated a minimum number of sophomore level courses, and emphasized a relatively conservative liberal arts approach to curriculum construction. This pattern was well in keeping with the expressed wishes of the local Advisory Committee.

Since the fall of 1960, curriculum construction and revision has been a joint responsibility of the administration and faculty. As early as September, 1960, the Dean of Instruction requested the faculty to formulate a definition of general education which represented a consensus. This statement has been incorporated in subsequent catalogs.

In November of 1960, the President of the College appointed a study committee termed the "Brainstorm Committee" to define and appraise long-range functions of the College. Many hours of discussion ensued, and a wholesome rapport between administration and faculty resulted. Emerging from the committee's endeavors were recommendations regarding changes within certain courses, new courses, proposed new degree programs, and recommendations regarding refinement of the placement testing program.

At the November, 1961, faculty meeting the Dean of Instruction in an address to the faculty stated: "We must continue to re-examine each course and the curriculum as a whole. . . . We must attempt to do a better job of meeting the objectives of general education as we have defined the term. . . . There is a need to challenge the superior student and better meet the needs of the less-talented student."

Curriculum change is provided for by a policy established by the faculty in November of 1962. The policy reads as follows:

Anyone wishing to initiate curriculum changes may do so through the individual department. Written suggestions may be submitted to the Curriculum Committee through the department chairman and the Dean of Instruction. The Curriculum Committee approves or disapproves changes. The subject is then presented to the faculty. If approved, the decision is made known to the President. He implements the changes if they are within the powers granted to the College by legal authority. If the changes are outside the existing legal authority, the President may submit them to the Advisory Committee and to the County Board of Public Instruction through the County Superintendent. It may go beyond this to the State Department of Education.

In addition to providing for general education and the university parallel program, the institution has been increasingly concerned with discharging its responsibility in other areas, namely, the provision of two-year semi-professional and specialized programs, enriching the cultural lives and improving the personal efficiency of its students, and becoming an educational and cultural center for Broward County and South Florida.

The concern of the College for two-year semi-professional or specialized programs is reflected in the recent development of degree or certificate programs in business administration, data processing, and nursing. A Director of Technical Education was employed in January of 1963. He reported for duty in June, 1963. His employment will facilitate the development of a variety of degree or certificate programs. We anticipate that the College will serve a dual role as it moves into this significant area: it will help the community identify and define short-term and long-range educational needs; and where possible and practical it will meet educational needs not already cared for by existing institutions.

There is a sense in which the curriculum as a whole can contribute to the student's enrichment and increased personal efficiency. This is not a program within itself but rather a goal for all programs and endeavors of the College. However, the Fine Arts Department, in spite of limited and inadequate facilities, has provided worthwhile cultural programs for students and interested members of the community. The lyceum series has given the students and the community excellent opportunities to enrich their cultural backgrounds. The College offers certain non-credit courses as a contribution to the cultural enrichment and increased personal efficiency of its citizens. Specific student assembly programs have been devoted to the same purpose. This area has also been a continuing concern to the Student Personnel Services staff in their program of activities and counseling.

The College has attempted to integrate itself into community life where it can make a contribution. It has sponsored a Great Books Club. A number of the faculty members are active in fraternal, professional, service, and social organizations within the community. In 1960 the Director of Community Services established a Speaker's Bureau which has provided numerous programs for clubs, churches, and civic groups in

Broward County.

The institution's sensitivity to the individual and corporate needs of its students and its concern to exert reasonable effort to meet these needs through the medium of the curriculum is reflected in part by:

1. Progressive refinement in a placement testing program specifically designed for our instructional program.
2. Experimentation with newer educational media.
3. Attempts at change in course organization, for example, the introduction of writing laboratories and large group assemblies in the English program and experimentation with an integrated English-history course for the more capable student.
4. Provision for advanced placement when students demonstrate requisite background and competence.
5. During the year 1962-63 arrangements with the principals of the area high schools were made for the early admission of a limited number of advanced high school students.
6. The introduction of courses which while not remedial in nature are specifically geared to the learning needs of students whose background and/or skills are limited or weak in specified areas.
7. Provision of Student Personnel Services such as classes in study skills and developmental reading.

The evaluation of any college curriculum is at best a difficult proposition. Several approaches or criteria can be used. Possibly the one best test of an educational curriculum is the ease and success with which students transfer to other educational institutions or assimilate themselves into the community structure. Using this criterion, it is yet too early and the data too meager to make any definite judgments concerning the adequacy of the present curriculum. Grade reports from other colleges and universities, responses to mail questionnaires, and interviews with former students who have transferred to other colleges or universities suggest that they have experienced a minimum of difficulty

in the transfer of courses or the pursuit of a higher level of education. This suggests that the curriculum is reasonable adequate and has met well the educational needs of recent students whose personal aspirations encompass four years of higher education. Conferences with senior colleges and university officials suggest that the breadth and organization of the present curriculum are satisfactory. Competent consultants have in the main expressed satisfaction with the program. Increased enrollment in both the day and evening divisions of the College provides some indication of community acceptance of the curriculum.

Instruction

The instructional staff of the College consists of 74 full-time teachers and 46 part-time teachers. Of the 74 full-time teachers 70 are at the main campus and 4 at the Branch Campus. Teachers are assigned to six departments (Table 6).

TABLE 6
ASSIGNMENT OF INSTRUCTIONAL STAFF

Department	Number Full-time	Number Part-time	Total
Business Administration and Economics	6	10	16
Fine Arts	5	4	9
Art	2	1	
Music	2	1	
Speech	1	2	
Health, Physical Education and Recreation	8		8
Language and Literature	19	7	26
English	12	5	
French	2	0	
German	1	1	
Spanish	4*	1	
Science and Mathematics	18	17	35
Biology	6	1	
Chemistry	3	2	
Engineering	0	2	
Geology	1	0	
Mathematics	7*	9	
Physics	1	1	
Social Studies	18	8	26
Education	1	3	
Geography	1	1	
Law Enforcement	0	1	
History			
Philosophy	1	0	
Political Science	9*	0	
Psychology	3	2	
Religion	1	1	
Sociology	2	0	

*includes staff members at Branch Campus who
have dual assignments

In age and in the geographical location of the colleges from which they received their degrees the faculty is well balanced. The degrees were awarded by 103 different colleges and universities located in 34 different states, the District of Columbia, Canada, Mexico, and Scotland. The age range of the faculty is indicated in Table 7.

TABLE 7
AGE DISTRIBUTION OF FACULTY

Age	Number
21 - 30	12
31 - 40	29
41 - 50	19
51 - 60	13
Over 60	1

The College is concerned with recruiting a strong faculty. Essential qualifications include academic preparation for the teaching assignment, interest in professional development, and devotion to instruction.

The state requires each full-time instructor to have a master's degree with at least twelve hours graduate credit in his teaching field. All of the instructors now employed have met this requirement, and most of them have additional graduate credit ranging from 18 to 130 hours. Of the 74 full-time teachers 8 have earned doctor's degrees (Ph. D. or D. Ed.) and the other 66 have master's degrees. Of the 46 part-time teachers 4 have doctor's degrees, 34 have master's degrees, and 8 have bachelor's degrees.

During the three years of existence of the College the rate of retention of faculty has been high. Of the twenty-six instructors constituting the first faculty, twenty-three are still serving. Thirty

members are now serving their second year and twenty-one are in their first year of service.

Only nine faculty members have left the College. Four resigned at the end of the first year, one woman to be married and the other three for various reasons. At the end of the third semester one man resigned to rejoin his family in another state; at the end of the second year three members resigned, and during the second summer a faculty member died.

The faculty members have been well educated professionally. Most of them have had educational courses in teaching at the college level and have had specific teacher-internship training. They belong to one or more national or regional educational organizations and attend meetings of those organizations.

Six faculty members have published articles within the last five years in one or more professional journals, and fifteen have published such material at some time in the past.

The faculty includes those who have had experience teaching at the college level, those who have had experience but not at the college level, and those who have had no previous experience. Number of years teaching experience is shown in Table 8.

TABLE 8

TEACHING EXPERIENCE

Years	Number of Years
0 - 4	24
5 - 9	16
10 - 14	18
15 and over	16

Other evidence of training for the teaching assignments may be found in travel and in work experience other than teaching. Fifty-six members of the present staff have been employed in other work. For a summary concerning travel which the staff members feel has been related to the teaching field, see Table 9.

TABLE 9
TRAVEL EXPERIENCE OF FACULTY
RELATED TO TEACHING AREAS

Area Visited	Number	Date
Europe	15	1954 - 1962
Caribbean	4	No date
Mexico	4	1958 - 1962
Eurasia	1	1960
Canada	5	1958 - 1962
British Isles	3	No date
World Wide	1	No date
All USA	2	1958 - 1962
East USA	2	1958 - 1962
New England	5	1958 - 1962
Southeast USA	11	1958 - 1962
Florida	3	1958 - 1962
West Coast USA	2	1958 - 1962
Southwest USA	3	1958 - 1962
Midwest USA	4	1958 - 1962

The salary begins at \$4,000 and goes up to more than \$8,000 (Table 10).

TABLE 10
SALARY DISTRIBUTION OF FACULTY

\$4,600 - 5,000	3
5,100 - 5,500	16
5,600 - 6,000	11
6,100 - 6,500	10
6,600 - 7,000	13
7,100 - 7,500	11
7,600 - 8,000	9
Over 8,000	1

The working conditions may be interpreted as facilities for teaching, library, and instructional materials and equipment. These will be analyzed in the following sections of this report.

Facilities for Teaching

The College now has two campuses. The Branch Campus (Negro) uses Dillard Comprehensive High School facilities; the main campus is housed temporarily at the Fort Lauderdale-Hollywood International Airport in buildings formerly used as naval barracks. The buildings and other facilities at the Branch Campus are fairly satisfactory; those at the main campus must be described as adequate in terms of classroom space but inadequate in practically every other respect. The buildings are unattractive inside and outside; screening is inadequate; acoustical and visual properties are very poor; laboratory arrangements are at best makeshift; few rooms are adapted to the use of projection equipment; and the classrooms are not air-conditioned.

These conditions will be changed in September, 1963, when the College moves to a new campus at South Florida Educational Center. The funds provided by the legislature for the current biennium have permitted construction of six buildings comprising the first phase of the building program, on a site of approximately 152 acres. Expansion during the second phase will more than double the classroom and office space.

The buildings to be occupied include a library, administration building, science building, and three smaller units designed to house a student center, a data processing center, and a physical education office and locker room building. The science building will consist of two units, one housing classrooms, offices, and laboratories; the other housing large lecture halls. Temporary classroom space will be available in the library, in the administration building, and in some portables.

Instructors have been consulted in the planning of the new classrooms. All buildings will be air-conditioned. Adequate parking space is already available in a paved area; and negotiations with the state, county, and municipal authorities are now under way to assure adequate roads to handle the expected increase in traffic. Eventually the grounds will be landscaped.

The new campus is in an area which is easily accessible by automobile and relatively free of congestion. There is room to expand. More than 80 per cent of the population of Broward County lives within a ten-mile radius of the site. All utilities are available. The buildings are being constructed at an elevation of 9.5 feet, and adequate drainage has been provided.

Library

It is the aim of the library to provide sufficient materials for the faculty to make assignments and for the students to carry out these assignments. The long-range goal of the library administrators is to acquire a well-rounded book collection, but the immediate concern is to provide library materials dictated by the courses of study offered by the College.

The main library staff consists of two professional staff members holding faculty status; one full-time clerical assistant; and six student assistants. The librarian at the Branch Campus has a B. S. from Florida A and M University.

Cataloguing for both campuses is done centrally on the main campus. Circulation centers are separate, but students and faculty of the Branch Campus use the materials in the library on the main campus. The librarian at the Branch Campus may telephone requests for materials to be sent for students who find it inconvenient to get to the main campus.

In general the Policy on Selection of Materials for School Libraries in Broward County is observed. However, this is modified by a policy to include such books as might reasonably be found in a four-year college or university library. It is an acquisitions policy of the library to provide many different books in given areas rather than to purchase multiple copies of any book. Generally speaking, for the first few years, the library will purchase literary criticism more heavily than novels, poems, and biographies. It seems reasonable to assume that the latter will be more readily available in the public libraries than will the critical works.

The routine for selection and acquisition of printed material has been planned as a joint venture of the librarian and the faculty. The faculty is requested to participate in the selection of books for the library. Unless there are departmental instructions to the contrary, faculty members may submit their requests in writing directly to the library. A special form for ordering is available, but its use is not obligatory. Books may be requested at any time during the academic year, although present purchasing policies of the county school board are such that it takes approximately four months from the time of ordering for books to be received at the library. Faculty ordering has not been conspicuously active, so book selection has been made by the librarian primarily from book sellers' lists and library journals.

A sub-committee of the Academic Affairs Committee serves as a library committee. Composed of five faculty members, this group advises the librarians on matters of policy and will, in cooperation with the librarian, allocate book budget funds to the various departments if such a step becomes necessary.

Instructional Materials and Equipment

Instructional materials which the College provides through purchase or rental include tapes, recordings, slides, film strips, films. The equipment which the College owns includes tape recorders, record players, slide and movie projectors, opaque projectors, and overhead view-graphs for general classroom use. The science laboratories, the language laboratory, the physical education department, and the office machines classes have equipment sufficient for their work now and expect future additions to meet the highest standards of accrediting agencies.

The adequacy, effectiveness, and accessibility of instructional materials, equipment, and services at the Junior College of Broward County is a matter of great concern to the administrators.

Results of the faculty questionnaire indicated that the majority of instructors rated the variety and quality of instructional materials from good to excellent; but thought that improvement could be made in storage, maintenance, and filing of the materials and equipment.

Teaching Effectiveness

The preceding analysis of faculty, facilities, library, and instructional aids is a partial answer to the pertinent question: How effective is the instruction at the Junior College of Broward County? Some additional observations can be made about the work of the teacher, methods of teaching, faculty morale, and student achievement.

Full-time teachers average 13.0 hours per week in the classroom or laboratory; part-time teachers average 4.3 hours per week. The average full-time instructor spends an average of 27 hours per week in preparation, evaluation, and in other supervisory duties outside the classroom. These figures place the total work load for full-time teachers at 40 hours per week. This figure, which exceeds the 35 hours required of the instructional staff, does not include non-instructional assignments and committee work.

A great variety of teaching methods are used, some of an experimental nature. (See Table 11.) Course outlines are made at the beginning of each year. These are on file in the departmental offices and in the office of the Dean of Instruction.

In general the faculty members are satisfied with the academic freedom which they enjoy and with faculty involvement in policy formation. They believe that supervision on the departmental level is adequate and the manner in which it is conducted is very good. There is general satis-

faction with administrative services to instructors; however, some instructors feel that communication between departments and administrators is unsatisfactory.

There is general satisfaction with the manner in which faculty meetings are held and with the results of these meetings.

In long established junior colleges, teaching effectiveness can be judged by student achievement in senior colleges or in employment; but since the first graduates of the College have not completed their first semester--or trimester--at the time this study is made, and since no suitable method of checking with employers has been devised, it is difficult to evaluate student achievement.

Former student responses to a questionnaire indicate satisfaction with both the amount of course work required and the level of difficulty of course work as preparation for senior college. Graduates also answered the question "How could the faculty and staff of JCBC have better prepared you for your present educational program?" Most of them could suggest no improvement; some suggested more specific attention in academic counseling to courses required for a major at a specific university.

TABLE 11
TEACHING METHODS EMPLOYED
BY FACULTY

Type	Always	Often	Occasionally	Never
Lecture	16	41	17	2
Class Discussion	14	42	13	0
Demonstrations	9	25	24	5
Group Studies	1	7	26	17
Field Trips	0	3	18	30
Audio Visual Aids	5	11	33	14
Other	3	4	10	6

TABLE 12
SOPHOMORE ACHIEVEMENT TEST RESULTS

Test	National Median	Broward Junior College Median
Mathematics	285	293
Science	286	294
Social Studies	296	302
Writing	302	300

Sophomore achievement tests administered in the second semester, 1961-62, reveal norms that range from two points below the national norms to seven points above those norms. (See Table 12.) The faculty has been able to help the students maintain this level of achievement while working with an average of eighty-five students during the day and twenty-one students during the evening.

As another indication of teaching effectiveness the grade distribution for the second semester 1961-62 is shown in Table 13.

TABLE 13
GRADE DISTRIBUTION BY
DEPARTMENT AND DIVISION

Department	A-B-C Grades
Business Administration and Economics	68.9%
Fine Arts	77.6%
Health, Physical Education and Recreation . . .	91.5%
Language and Literature	61.0%
Science and Mathematics	50.0%
Social Studies	67.8%
Over-all Division	
Day Program	68.5%
Evening Program	65.5%
Day and Evening	67.8%

It is noted here that there is no practical difference between the day and evening divisions, but there is considerable difference among departments. This may reflect a real difference in student achievement, or it may reflect a diversity of grading standards.

There is no question that the instructional staff will experience a steady increase in numbers as student enrollment expands and facilities are provided. Recruiting and retaining well-qualified instructors, maintaining an attractive salary scale, and creating working conditions which are conducive to instruction will continue to be the concern of the administration.

Student Personnel Services

In the Junior College of Broward County the office of the Dean of Student Personnel Services and the office of the Director of Admissions and Records have related responsibilities. Indeed, in many institutions of this size these offices are combined. This report will deal first with the office of Dean of Student Personnel Services and secondly with services provided by the Director of Admissions.

History

In the fall of 1960, when the Junior College of Broward County admitted the first freshman class, the staff consisted of the Dean of Student Personnel Services, the Director of Student Activities and Dean of Women, and two secretaries. It was their responsibility to administer services to some 700 students with the aid of the 28 faculty members. After the first year of operation the student personnel staff was relieved of the responsibilities generally held by a registrar when the present Director of Admissions and Records was employed to assume these duties.

Since 1960 the institution has grown to an enrollment of approximately 1900, with a faculty numbering 74. Student Personnel Services, quite naturally, has grown rapidly, changing its structure and revising and increasing its program.

Philosophy and Objectives

The philosophy and objectives of the office of Student Personnel Services follow:

Philosophy

- A. Student Personnel Services functions to facilitate student learning through a variety of services rendered to students and faculty.

- B. Student Personnel Services functions to enrich campus life with a program of student activities.

Objectives

- A. To provide students at the Junior College of Broward County direction, assistance, and advice.
- B. To aid the development of personality and education.
- No. 1. By providing planned and informative orientation.
2. By helping the student in his period of adjustment.
3. By providing direct help to the student for self-fulfillment in social groups, in cultural experiences, and in home and community relations.
4. By promoting student participation in college activities through extra-curricular accomplishments, intercollegiate sports, athletics and other interest groups to supplement academic subjects.
5. By helping the student with his personal problems: intellectual, spiritual, social, or physical.
6. By providing professional assistance in planning for future vocational, educational, and family situations.

The philosophy and objectives of Student Personnel Services are consistent with the philosophy and aims of the College.

Organization

In general, the committee has found Student Personnel Services to be well-organized, adequate and efficient in its operation. As noted in the organizational chart on page 9, the Dean of Student Personnel Services is responsible directly to the President of the College. The Director of Counseling and Advisement, counselors, the Director of Reading Services, and the Director of Student Activities, who also serves as Dean of Women, are accountable to the Dean of Student Personnel Services.

It will be noted in the organization chart on 9 that the Director of Admissions and Records is responsible directly to the President of the College rather than to the Dean of Student Personnel Services, the latter being the procedure for many colleges of this size. Since the offices are closely related in areas such as records, orientation, registration,

admissions, and probation, the separation of these two departments could create some serious problems as the College grows larger. At present, however, the committee finds no evidence of lack of cooperation or coordination.

Student Personnel Services

Staff

The six staff members are well qualified by education and experience for their responsibilities. Two of the six hold a doctorate and the other four a master's degree. All came to their present positions with experience related to present responsibilities.

Each counselor is fully aware of the role which he is expected to fill in Student Personnel Services. Staff members are performing their work with enthusiasm and competency: effective use of literature, brochures, catalogs, and vocational information is evident; the resources of Student Personnel Services appear to be superior and extensive; students using the services of counseling, testing, and advisement seem well satisfied. As previously noted, research on the part of individual staff members is encouraged and is being carried on, with the two-fold result that the staff is taking advantage of the opportunity for professional growth, and evaluation and re-evaluation of Student Personnel Services practices are assured.

The atmosphere in the offices of Student Personnel Services is friendly, courteous, helpful, and informative.

Relationship to Instructional Staff

The instructional staff is directly involved in many phases of Student Personnel Services. A Student Personnel Services Committee, made up of faculty members, comprise subcommittees on discipline, orientation and advisement, and student activities. The current attendance policy of the College was formulated by the faculty. The faculty keep daily attendance records and report excessive absences to the Dean of Student Personnel

Services. Instructors serve as academic advisers, sponsors of clubs, and chaperons of activities.

The instructional staff aids in academic advisement. A new advisement manual has been issued under the direction of the Director of Counseling and Advisement and with the cooperation of the various divisions and departments. This manual in draft form was used for the first time during the preregistration advisement in January, 1963.

Facilities

The administrative facilities of the Student Personnel Services are, with one exception, in a centralized location. One room in a separate building is available for testing purposes. The staff has adequate facilities for the effective administration of the Student Personnel Services program. Future plans for the new campus allocate adequate space with room for expansion in the future stages of construction.

A weakness of the total program lies in lack of facilities for the use of the student activities program. Space now available is very limited. Programs such as plays, lectures, musicals, dances, art exhibits, and sporting events must be held off campus at an additional expense, which is met through the student activity fees.

The present student center functions only on a limited basis. It is inadequate both in quantity and quality of space.

Plans for the new campus will provide a student center complex which will house a cafeteria, offices for a director of the student center, and meeting rooms for student groups. Facilities for informal dances will also be available. Later stages in the plans for other buildings call for two auditoriums and a gymnasium.

Housing

Housing facilities are not provided by the College. An unmarried student under twenty-one years of age is required to keep on file with the Dean of Student Personnel Services a current housing approval form executed under oath by his parents or legal guardians. The College has emphasized that parents or legal guardians must assume the primary responsibility for supervising student conduct after school hours. During the three years of operation this policy has been carried out without difficulty.

Medical Service

The College has operated under the policy that since all students live at home, medical service in the community is available to them and there is no need to provide for it at the College.

Research

Problem statement blanks are made available by the Dean of Student Personnel Services to all members of his professional staff. Projects are thus not assigned but rather are initiated by individual members of the Student Personnel Services staff. Files examined indicated five studies completed during 1961-62, with four members of the staff participating. As of July, 1962, ten projects were in progress or contemplated. Seven of these have been discussed on pages 19 and 20.

Orientation

The orientation program consists primarily of the following steps: Freshmen students take placement tests during the spring and summer. When these tests have been scored, the student is invited to return to the campus for a conference with a counselor. During the conference the student is given information about his test scores and the College; he is counseled about his program of studies.

In late August, one day is set aside for large group meetings in which further information is given the student; also, for one day the faculty is available to advise students who request additional help.

During the spring and summer of 1962, orientation by mail was tried. To supplement the other activities of orientation, information was mailed to students over a period of several months. Contained in the mailings were reference materials concerning such subjects as life at college and how to study.

Surveys indicate that students and faculty feel that the orientation program is effective.

Advisement, Counseling, Testing

The three student services of advisement, counseling, and testing support and improve the instructional program; in individual cases, they facilitate the social and emotional growth necessary to the student.

Advisement may be assistance with the student's educational plans, progress, or problems and may include clarification of his vocational goals. Counseling may be required to solve more complex problems; staff help is available. In cases of serious emotional disturbance, or severe personality problems, referral to community resources is made by the Student Personnel Services counselor. Testing is seen as an integral part of each of these services: placement testing is used in advisement, and vocational and personality tests are aids in counseling.

Advisement

Prior to the first meeting of advisers with students, the schedule for faculty advisement conferences is distributed to all advisers. It provides time periods for pre-registration, post-registration, mid-term grade report conferences, as well as conferences in January regarding proposed courses of study for the second semester.

In the pre-registration advisement conferences, faculty advisers are provided with the Florida 12th Grade Test record and the Junior College of Broward County placement test record of each student, along with an explanation of the interpretation and use in placement of each of these measures.

To relieve the heavy demands on advisers at the beginning of the school year, insofar as possible pre-registration program advisement is given by the Student Personnel Office to entering freshmen and transfers, in conjunction with its testing program.

Because of the newness of the institution, it has not been possible to complete a thorough follow-up study on the effectiveness of the advisement program as experienced by former students. However, questionnaires returned by thirty-two of forty-four graduates who subsequently enrolled in four-year colleges or universities yielded favorable reactions to the advisement program. Seventy-eight per cent reported that the program was of moderate to great value, whereas only 22 per cent reported it to be of limited or no value.

Results obtained by the questionnaire indicate that 84 per cent conferred with advisers at regularly scheduled times. This percentage is considerably higher than that reported by the faculty regarding their present advisees; however, the faculty did report that many students sought help at times not on the regular schedule, and 73 per cent reported that students other than their assigned advisees came to them for advisement from time to time.

Counseling

Counseling is conducted by staff members of Student Personnel Services. Vocational and personal counseling is available to all students upon application for appointment in the Student Personnel Services office. This may include vocational tests or test of personal adjustment, depending upon student and counselor preferences. A counselor is available at the Branch Campus one half-day per week for personal vocational counseling of the students there. One counselor is regularly available for students in the Evening Division, during the evening hours.

Facilities for counseling are adequate in terms of privacy.

Counseling records are filed securely and are open only for counselors' inspection. Counselors will confer with faculty members on request, utilizing their knowledge and experience with the student in question.

The faculty questionnaire revealed that more than half of the instructors do some counseling that is not academic. Most of these reported that work of this type occupies less than 10 per cent of their time. Seventy-five per cent of the respondents said that they felt that professionally trained counselors should do this type of counseling, rather than faculty members. Sixty-one per cent felt that professionally trained persons should also do the academic advising. The median number of referrals by the faculty to the counseling center during the first semester 1962-63 was 3.0.

Over two-thirds of the faculty agreed that faculty members should be expected to help interpret vocational opportunities related to their teaching area. The faculty generally agreed that counseling service is a necessity. Only 17 per cent of those responding agreed with the common

criticism that junior colleges devote too much time and effort to counseling on personal problems. Forty-two per cent of the staff felt that counseling might be as important as academic instruction. Thirty-seven per cent of the staff indicated that personal counseling is equally important to junior college and to four-year college students while 43 per cent recognized the need for personal counseling as being even more important in the junior college. Faculty evaluation of the adequacy of the professional counseling service available to our students ranged from "poor" (one response) to "excellent" (seven responses) with 69 per cent of the staff giving ratings from "good" to "excellent."

Testing

In addition to using the Florida 12th Grade Test record for placement purposes, the Junior College of Broward County placement tests are also administered prior to registration of entering students. These consist of a diagnostic reading test, a mathematics test, and an English test which includes a writing sample. These tests are selected by the departments in question, merely being administered by Student Personnel Services. Student Personnel Services personnel have helped in the construction of local norms, and have established confidence intervals for the correlation of placement test scores and end-of-course grades.

In the sophomore year, the Sequential Test of Educational Progress are administered to all students for purposes of evaluating achievement. The School and College Ability Test is administered to all students who are planning to transfer.

In addition to the above tests which are required and administered at designated times, the General Aptitude Test Battery is administered twice monthly throughout the year to small voluntary groups. This usually involves fifteen to twenty students per month. It is intended for use only

with vocational counseling and educational planning.

Individual tests to be used in connection with personal and vocational counseling are available on request; they include Edwards Personal Preference Schedule, Kuder Preference Record, Strong Vocational Interest Blank, and Wechsler Adult Intelligence Scale. All testing services are available to students from the Branch Campus.

The remainder of the testing program appears to be adequate to the needs of the College at this time. It was the opinion of the study committee that the testing program is superior, in both range and flexibility.

The faculty recorded an emphatic support of the testing program for new students, only four per cent indicating that they saw no reason for extensive testing.

Student Personnel Records

A separate folder is established for a student when he comes for counseling service. His folder includes testing and advisement data, results of the Florida Twelfth Grade Placement Tests, Junior College of Broward County placement test scores, other available test data, and a card containing a list of all contacts the student has had with the College.

Student records are carefully preserved against fire. Information from them is readily available to other personnel in the College.

Job Placement

The Job Placement Service was organized the spring semester of 1961 and put under the direction of the Dean of Student Personnel Services. There was no solicitation of jobs; calls received from local businesses regarding job opportunities were transmitted to students. In the fall of 1961 students were notified by mail and at orientation of the existence of a Job Placement Service. Application forms were printed for students

interested in a job. Contact with the Florida State Employment Service has been constant. In all other respects the Job Placement Service is passive. The service has grown from placement of fifteen students the first year to fifty students currently.

The Job Placement Service does not in any way attempt to place graduates of the College in permanent jobs. This is a task which is far beyond the scope of existing facilities.

Scholarship

The scholarship program is extensive for a school the size of the Junior College of Broward County, but it is far from adequate. Persons or organizations wishing to establish a scholarship contact the Dean of Student Personnel Services; when sufficient funds have been received, the Dean of Student Personnel Services is notified that a scholarship is available. This information is given to students by mail and at orientation, by announcements at local high schools, and through counseling. The service has grown from 75 scholarships amounting to \$2,115 the first year to an expected 125 scholarships this year valued at \$13,600.

The service is inadequate because the demand exceeds the supply, and scholarships are lacking in specific fields. Music, for example, offers only one scholarship. The only existing possibility for growth is through the efforts of the President and other college personnel by speeches and letters to community organizations.

Revolving Loan Fund

The Revolving Loan Fund, established the spring semester of 1961 by funds donated by the faculty of the Junior College of Broward County, is administered by the office of the Director of Administrative Services, which feels that adequate funds are available (at present \$1,000.)

Loans are interest free but must be repaid the same semester they are made. Any student in good standing is eligible to borrow money; percentage of default has been negligible. Growth of the fund is maintained by faculty and community contributions, and by suggesting that the loan recipient repay somewhat over the amount of his loan. In the first year there were fifteen loans; in the year 1962-63 about forty-five will be made.

Discipline

Discipline at the Junior College of Broward County operates through the office of Student Personnel Services, the Discipline Committee, and the President. In general, the philosophy, policies, and procedures are sound and fit the needs, scope, and nature of the institution.

Special Programs

The three special programs now functioning include future educational planning, study skills, and developmental reading.

Counseling with Special Populations

During the 1962-63 school year each of the three full-time counselors has assumed primary responsibility for offering special counseling service to one fairly well-defined population. One counselor works with potential drop-outs, one with under-achievers, and one with better-than-average or superior students.

Special programs at this institution are on a voluntary basis because there is no evidence available that a compulsory program would receive the proper response or stimulate student initiative. It is too early to evaluate response to these invitations for special service or the efficiency of our present program, but the Student Personnel staff contemplates follow-up studies at the end of the first and second year of operation.

Student Activities

The student activities program was initiated with the founding of the Junior College of Broward County; its function has been continuous under the direction of the same person.

Lists of activities by school years measure the growth of the program; currently included are a functioning Student Government Association, an intramural sports program, five interest clubs, three religious organizations, one professional organization, six service organizations, a Service Club Alliance, and a Student Activities Board. Each is under the supervision of the Director of Student Activities, who keeps the only official guide, the Student Activities Calendar. This calendar is kept current and workable.

A general definition of the activities program appears in Sea Horse Sense, the official handbook. This publication, with all other activity handbooks, is subject to the approval of the Director of Student Activities. A varied program of scholastic, professional, service, interest, and religious clubs has been developed in response to interest and leadership from within the student body. All campus organizations must operate with the approval of the College administration and faculty.

The guiding principles for the student activities--the need for such a program, the uniqueness inherent in a program designed for junior college use, the trial and error method by which it must work, even the obstacles to its success--all these are found to be within the definition and purposes of the College during its first three years. The President of the College and the director both assert that, in their opinion, students should assume the major responsibility for the success of the program.

Objectives and regulations have been clearly stated in various publications and handbooks. In Handbook for Clubs, there is a chapter on list, a list of objectives for clubs, charts for petitioning student

activities, policies and procedures for clubs and organizations, activity and service-points lists, and forms for transacting business. In the Handbook for the Class of 1963 are found orientation activities, principles governing the athletic program, the duties and responsibilities of the Student Activities Board and the Student Government Constitution. No organizations may function officially outside these laws and regulations.

The structural planning allows for additions, modifications, and changes to fit the growth of the College. Evidences of the willingness to re-evaluate, to change, and to grow are present in the new project for the school year 1962-63. Examples of these are:

1. An intercollegiate program of basketball.
2. A cheerleaders' organization.
3. A larger group of religious organizations.
4. An addition of two more programs to the lyceum schedule.
5. An Inter-Club Council, with thirty members, to represent various clubs and to help serve as trouble-shooters for the activities program.
6. The installation of a chapter of Phi Theta Kappa, a national scholastic society.

Evidence of the successful operation of the total program exists in letters to the President of the College, to the director of the choir, and to the director of plays; letters which show a favorable reaction from the community to public performances by the College. The Student Activities Board and the Student Government Association have also been vitally interested in the success of the program. For example, student approval of keeping a high grade average was recently shown when the Student Government Association raised the minimum for freshman activity from "C" average to twelve hours of "C", or twenty-four quality points, before initiation into a service club. According to a recent poll, the percentage of student interest has increased from 35 per cent in 1961-62 to 50 per cent in 1962-63.

Admissions and Records

The Director of Admissions and Records was employed in July, 1961. The Assistant Director was appointed in June, 1962. These men are well qualified by education and experience for their present positions. Both hold master's degrees and both have had previous experience in college admissions work.

Facilities

The temporary facilities now in use are crowded and inadequate. Plans for the new campus include sufficient space for offices, fire-proof vaults, storage, and machinery, with expansion possible as the need arises.

Admissions Policies

A statement of the admission policies is found in the General Catalog of the College. These policies are in accord with the philosophy that the community junior college operates successfully with an "open door." An agreement has been reached between the officials of the College and the principals of the public secondary schools of Broward County which enables selected high school seniors to enroll in some College courses.

The probation and suspension policy of a college is closely related to admissions. This policy statement is found in the General Catalog of the Junior College of Broward County. It provides the student who needs it some time to improve his record before reaching the over-all 2.0 or "C" grade point average which is required for graduation. It appears that the policy has served realistically and properly.

There has been steady improvement in processing applications for admissions and progress toward desirable forms for record keeping.

Registration and Academic Records

The Director of Admissions and Records has the primary responsibility of planning and carrying out the process by which students register

for classes.

In setting up the academic record, a folder is made for each applicant. The tab on the folder shows the name, student number, date, and status of the student. A routing card is made out and items are checked as completed. The folder is then transferred to the complete file. In the future all registration information will be consolidated on two IBM cards. Grade cards are kept in a separate file in alphabetical order.

A systematic check of permanent records is made each semester when grades are recorded, and changes on original entries are made only by authorized persons. All precautions are taken to insure these records against fire.

Relationship to Administrative Officers

The Director of Admissions and Records is responsible directly to the President. He also maintains a close working relationship with the Dean of Instruction in matters pertaining to academic affairs. He serves as secretary of the Academic Affairs Committee. He works with the Dean of Instruction in preparation of General Catalog materials and class schedules. He is in constant touch with the personnel in the office of the Dean of Student Personnel Services on matters pertaining to orientation and advisement since these are closely associated with the admissions process.

Articulation

Several techniques to insure articulation with the high schools and state universities have been used successfully. The staff of Student Personnel Services has met with high school principals and guidance directors in order to become better acquainted. Student Personnel Services members have also been invited to attend "college night" programs in area high schools. High school administrators and teachers have been invited to visit

our campus, as have faculty and administrators of the state universities. There have been informal talks at county professional meetings with deans and counselors. Through appropriate county, state and national professional organizations, staff members have established useful liaison with personnel from other educational institutions. Whenever possible the College attempts to interpret its program to the high schools and colleges, and, in turn, to acquaint itself with the educational programs of the community and state.

Institutional Relationships

Organizational Relationships

The Board of Public Instruction of Broward County has delegated to the President of the Junior College of Broward County the responsibility for the operation of the College. He presents his budget and policy to the Advisory Committee and to the Board of Public Instruction through the Superintendent of Public Instruction. There is a harmonious and workable arrangement in practice between the administration of the Junior College of Broward County and the Advisory Committee, County Superintendent of Public Instruction, and the County School Board.

The handbook of the Board of Public Instruction is in disagreement in many areas with the practices and policies necessary to operate a junior college efficiently. This handbook was written before the opening of the College and was designed to spell out county policy for grades one through twelve. However, most of the regulations which apply to a college are closely defined in the junior college regulations of the state handbook; it is this handbook which the College consults.

The Junior College of Broward County has an organizational chart which graphically portrays the staff relationships, as well as the relation-

ship of the Advisory Committee, the Board of Public Instruction and the County Superintendent of Public Instruction. (See Chart A, page 9.) Written job descriptions for each position on the organizational chart have been completed and listed in a handbook. This handbook clearly defines the policies and procedures of the College.

Results obtained by a faculty questionnaire support the belief that a harmonious relationship exists between faculty and administration. Most of the faculty members indicated that they had adequate opportunity to express disagreement with department or institutional policy with impunity and that faculty meetings or discussions with administrators and departmental chairmen absent were not necessary. Seventy-three per cent rated the opportunity for cooperative effort to solve problems in departmental meetings from "good" to "excellent," twenty per cent "poor" to "fair," and seven per cent failed to respond. The faculty, however, feel that they should have a voice in the appointment of their members to committees.

In general, the provision for the development of harmonious relationships among students, administration, and faculty is adequate. Seventy-three per cent rated the provision from "good" to "excellent," twenty-one per cent "poor" to "fair," and six per cent did not respond. Many of the staff members feel that more opportunity for discussion of common problems by combined administration, faculty, and student representatives would improve relationships, and that there should be better understanding about the development of policy concerning student activities.

Inter-College Relationships

The Junior College of Broward County actively participates in the state, regional, and national meetings with other colleges. The college allocated \$8,000 for over-all travel budget to be divided \$4,300 for

administration and \$3,200 for instructional departments.

On the state and regional levels, the Junior College of Broward County is represented at meetings of the Florida Education Association, the annual and called meetings of the Florida Association of Junior Colleges, Florida Association of Colleges and Universities, and the two meetings of the Florida Association of Southern College Deans on Curriculum Development.

Community Relationships

Various techniques have been used to insure proper liaison between the College and the community. The administration and staff have appeared before clubs, service organizations, church and school groups to explain the purposes and programs of the College. On numerous occasions individuals and groups from the community have visited the campus for the purpose of discussing plans for future development. Radio, television, newspapers, and school publications have been used frequently. Members of the community have had the opportunity to attend social activities, dramatic and musical performances, and art exhibits. As a result of personal contacts, surveys, and requests by groups, the College has offered special courses and non-credit courses to meet interests and needs in the community.

V. CONCLUSIONS AND RECOMMENDATIONS

A critical self-study demands an attitude of objectivity difficult for the personnel of the Junior College of Broward County to achieve. It also demands a time perspective which three years' history does not provide. Despite these handicaps the study committees have attempted an analysis of the present conditions and the prospects for development. Their findings make up the main body of this report. Certain observations of an evaluative nature have also been made.

This report is only the first step in a series of activities directed toward a comprehensive and critical study of the institution. The next step will be a consideration of this report, discussion of the strengths and weaknesses of the College, proposals for improvement, and the adoption of measures designed to accomplish the improvements.

At the same time they are conducting the self-study, the staff must be aware of developments in higher education throughout the world. Participation in state and national studies, membership in professional associations, and the exchange of information through reading and discussion must be encouraged.

In other words, self-study once launched is continuous. One recommendation for change or improvement leads to another. There must be a constant effort to evaluate. Institutional research must be conducted in order that the College may fulfill its purpose.

It is proper, then, that this report end with an analysis of the strengths of the institution and recommendations proposed by the study committees.

Conclusions

Objectives

The objectives of the College are clearly defined. Derived from the purpose which the Advisory Committee adopted, they are broad enough in scope to achieve the ultimate goal of the Florida Legislature and flexible enough to allow for expanding community educational purposes.

Administration

The administrative branch is well organized to carry out the policies formulated by the Florida State Department of Education and the Broward County Board of Public Instruction and to formulate new policies.

From the beginning there has been a clear understanding of the administrative organization and the relationship of the various branches or divisions of the College. All members of the staff have attempted to assume their responsibilities and to cooperate with others. This understanding has been effected by consultation of the administrative staff members with one another and by the communication of opinions, decisions, and policies to the faculty. A master chart of the organization hangs in the President's office, available to all; mimeographed summaries and explanations from the various offices keep the entire staff informed about duties and responsibilities as well as about regulations and activities of the institution. Three major committees, each of which is presently headed by an administrator, offer opportunity for every faculty member to have a voice in policy making.

The financial support of the College is stable, and institutional morale is good.

Curriculum

The curriculum provides a broad offering of liberal arts courses for a university parallel program. The projected curriculum will allow students more electives and a wider range of choice in the required courses for a liberal arts program; it also includes courses in data processing, nursing education, and other technical-terminal programs. There is no doubt that the curriculum will be expanded to meet the needs of the community and to keep step with research in curriculum development.

Another strong feature of the present curriculum is that it is closely related to instruction, student personnel services, and student activities.

Instruction

Although the physical plant of the College has been inadequate during the first three years, all the other elements of an instructional program have been strong. The instructors are well qualified in their teaching fields and in professional education, and most of them are experienced teachers. Instructional materials and equipment are excellent. The science laboratories are of superior quality. The language laboratory provides for the audio-lingual approach to the teaching of foreign languages. The library holdings, although not yet extensive, have been carefully selected and make ample provision for the present instructional program.

Student Personnel, Admissions and Records

The philosophy of Student Personnel Services is sound; the services rendered are broad in scope and high in quality. The outstanding orientation program makes a strong appeal to the students and to the community. The anticipated facilities at South Florida Educational Center will insure

progress in this important area of the College program.

The personnel of Admissions and Records and others in Student Personnel Services work together harmoniously in providing excellent records of each student. These records are well protected and are available only to staff members.

Student Personnel Services offers many advantages to the student: orientation to college life, academic advisement appropriate for his present and future educational aims, professional counseling and referral, a rich and varied program of activities, and participation in government.

The College enjoys a friendly relationship with other institutions of higher learning in Florida, with other schools in Broward County, and with various boards and committees. The same spirit of whole-hearted cooperation and mutual respect is evident in the internal relationships of the administration, the faculty, and the students.

Recommendations

This concluding section of the self-study represents a classification and a summary of recommendations made by the various study committees.

First, it was suggested that the College might well consider the following special studies:

1. Student activities.
 - a. Establishment of standard operating procedures for off-campus activities.
 - b. Examination of the policy governing the activity fee.
2. Admissions problem, with attention to the students who are ineligible to return to the universities.
3. Transfer of graduates to other colleges and universities.
4. Performance of former students at institutions of higher learning.
5. Feasibility of using data processing equipment as an aid in testing and grading.
6. Junior College policies in disagreement with those in the Broward County Handbook and new policies which would apply to the Junior College only should be submitted to the Board of Public Instruction for approval.
7. The drop-out rate.
 - a. Possibility of increasing student retention through development of varied programs in technical education as alternatives to the university parallel program.
 - b. Identification of students needing personal guidance, reading skills improvement, study skills improvement, and vocational guidance and assistance to the students in these areas.

- c. Possibility of using programmed materials as aids to students having specific academic difficulty.
 - d. The early identification of students not likely to benefit from further study at the Junior College, and means of assisting these students in their vocational objectives.
 - e. Problems confronting the working student, and more effective guidance to these students regarding suitable course load at the Junior College.
 - f. A review of institutional goals and their relevance to student goals.
 - g. Examination of academic standards.
- 8. Discipline, especially to improve the understanding of students and faculty concerning the procedures used.
 - 9. Revenue from the bookstore and snack bar.
 - 10. Another means of distributing grades to students.

It was further submitted that committees are needed for the following purposes:

- 1. To explore the utilization of educational television and programmed learning materials.
- 2. To study the relationships of day and evening programs, especially in area of employment (joint faculty and administration committee).
- 3. To study means of allowing faculty members to have a voice in their appointment to committees, club sponsorships, and organization memberships.

It was recommended that the College adopt more precise terminology:

- 1. To distinguish the student transferring to the College from the one transferring from the College.
- 2. To define technical education and distinguish general education from technical education.

It was recommended that some changes in diction and in manuscript style be made in the College catalog.

Finally, it was advised that the College consider the following actions:

1. Creating a Public Information Office to expand and to centralize the publicity.

2. Adding an objective to the four now stated:

To develop in students an effective acceptance of the responsibilities of citizenship in a democratic society.

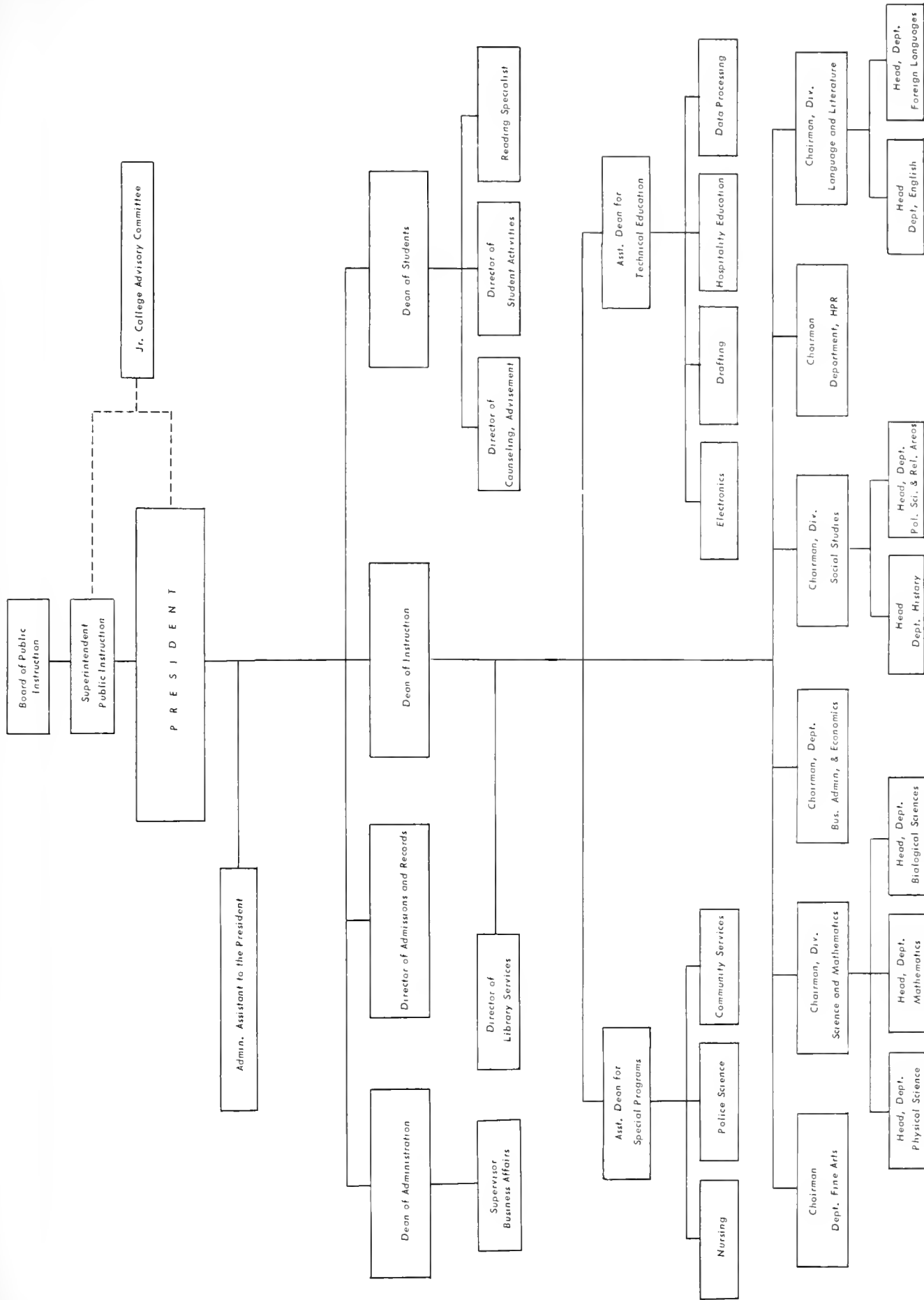
3. Expanding audio-visual services; centralizing equipment in the library; adding an audio-visual specialist to the library staff.
4. Strengthening the library services by the following means:
 - a. Orienting freshmen and transfer students in the use of the library.
 - b. Placing more emphasis on the need for faculty members to recommend books for purchase, to make more frequent use of the library resources in making assignments, and to improve communication with the librarians concerning assignments involving library materials.
5. Making a comparative analysis of expenditures.
6. Centralizing catalogs of supplies and equipment.

JUNIOR COLLEGE OF BROWARD COUNTY

Supplement to the Report
of
Institutional Self-Study

Fort Lauderdale, Florida

September, 1963



Services now has added responsibilities with the title Assistant Dean for Special Programs.

Duties and responsibilities in the three new positions are given here briefly.

The Administrative Assistant to the President is charged with four major responsibilities and duties:

1. Coordinate institutional research.
2. Supervise all publications and public information.
3. Implement internal communications.
4. Carry out specific assignments made by the President from time to time.

The Assistant Dean for Technical Education has the responsibility for the development of curriculum and supervision of instruction in the area of technical education. He reports directly to the Dean of Instruction.

The Supervisor of Business Affairs is responsible for the procurement and distribution of supplies and equipment, mail and duplicating services, supervision of the bookstore, and the direction of the parking and traffic regulations pertaining to staff and students. He reports directly to the Dean of Administration.

Education and Experience of New Administrators

There are four new persons in administration. These men are qualified for their responsibilities by reason of education and experience. The new Dean of Students (employed after the resignation of the Dean of Student Personnel) has an Ed.D. degree in his field and brings many years of experience to the position. The Administrative Assistant to the President expects to receive the Ph.D. degree in December, 1963, and brings to the position two years of experience specifically related to his present duties.

The Assistant Dean for Technical Education holds a Master's degree and has had extensive education and industrial experience in technical education.

The Supervisor of Business Affairs has a Bachelor of Business Administration degree and more than fifteen years experience in the private business world as well as a considerable amount of business experience as an officer with the U. S. Navy. For two years he has been employed by the College as bookstore manager. He is currently enrolled in a program leading to the Master's degree.

Finance

Available are two documents which should provide the reader with information concerning the current financial situation. They are the 1963-64 Annual Budget and a financial statement for the 1962-63 fiscal year.

Long Range Planning

A recent facilities survey is available containing immediate plans for additional buildings. Also available is a master plan for the development of the campus for a period of eight years.

Curriculum

The 1963-64 General Catalog contains descriptions of various new curricula. Among these are the certificate and degree programs in Business Administration. In the catalog for the previous year was a Business Administration degree program. This was revised to provide for majors in accounting, general business, secretarial science, and midmanagement in distributive education and marketing.

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Three certificate programs in business also were developed. These include secretarial, general business (clerical), and one for the training of certified professional secretaries.

During the academic year 1962-63, courses were offered in data processing technology. These have been expanded to include a full Associate in Science degree program and a three-semester certificate program.

In January, 1963, a Director of Nursing Education was employed. Instruction began in September, 1963, with thirty-seven students.

At the present time three other two-year associate degree programs are under consideration. These include Electronics Technology, Drafting and Design Technology, and Ornamental Horticulture.

Instruction

The instructional staff at the present time consists of ninety-two full-time teachers and seventeen part-time teachers. The teachers are assigned to eight departments. Included here, also, are two additional staff members: one full-time person who is assigned to the Branch Campus Library, and a reading specialist (Table 1).

The organizational chart on page 2 shows the changes involved in the pattern of organization for instruction. Other than a change of the title of Director of Community Services to Assistant Dean for Special Programs, the major change is from department to division basis in the three departments consisting

TABLE 1

ASSIGNMENT OF INSTRUCTIONAL STAFF
1963-64

Department	Number Full-Time	Number Part-time	Total
Business Administration and Economics	8	6	14
Data Processing	2	2	4
Fine Arts			
Art	3	0	3
Music	3	0	3
Speech	2	0	2
Health, Physical Education and Recreation	9	0	9
Language and Literature			
English	14	1	15
French	2	0	2
German	1	0	1
Spanish	3	0	3
Nursing	3	0	3
Science and Mathematics			
Biology	8	0	8
Chemistry	4	0	4
Engineering	1	0	1
Geology	1	0	1
Mathematics	7	1	8
Physics	2	0	2
Social Studies			
Education	1	1	2
Geography	2	0	2
Law Enforcement	0	1	1
History	7	0	7
Philosophy	1	0	1
Political Science	2	0	2
Religion	0	1	1
Psychology	2	4	6
Sociology	2	0	2
Library	1*	0	1
Reading Specialist	1	0	1
Total	92	17	109

*Assigned to Branch Campus Library

1. The first part of the document is a list of names and addresses of the members of the committee.

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of fifteen or more members. These include Language and Literature, Science and Mathematics, and Social Studies.

There are twenty-two new faculty members this year. Nineteen of these are filling new positions, and three are replacing persons who resigned or retired.

All of the twenty-two new teachers hold the Master's degree with training in the fields in which they teach. All but one have had previous teaching experience.

A substantial increase in salaries was made over the schedule for 1962-63. The 1963-64 salary schedule was published in August, 1963, and is available for examination.

Facilities

The permanent campus provides adequate space for instruction at the present time. Laboratories and classrooms are well lighted, air-conditioned and satisfactorily equipped. Two weaknesses are apparent. Adequate office space for teachers is not yet available, and facilities for the fine arts and physical education leave much to be desired.

Library

The new library building is complete and should provide adequate space for many years. At present the library is using most of the second floor. As the need for expansion arises use will be expanded to include the first floor which, at the present time, is being used as classroom space. One new professional librarian has been added to the staff.

Student Personnel Services

In June, 1963, the Dean of Student Personnel Services resigned. He was replaced by an individual whose qualifications appear in earlier discussion on administrative personnel. The title of the position was changed to Dean of Students. One of the counselors resigned in August, 1963, and has not been replaced. The administrative suite of Student Personnel Services is now quite adequate.

There still exists a lack of space for some of the activities generally desirable on a junior college campus. The student government and student publications now have space but the student center remains much too small for the number of students enrolled. Nor is there provision for student assemblies.

The College is presently experimenting with food service provided by machines. It is too early to tell how successful this will be.

Progress Toward Improvement

The administration and faculty have given special attention to recommendations made by the study committees. A brief summary of changes directly related to recommendations is given in this section.

Special Studies

1. Follow-up studies of the performance of former students who are enrolled in senior institutions are now being made.
2. Initial plans have been completed for use of data processing equipment as an aid in testing and grading.

3. An administrative handbook which eliminates the contradiction between junior college policies and Broward County policies has been published.

Committees

With the recommendation of the President, the faculty has elected an Advisory Committee to the President. It is believed that through this committee the faculty will enjoy additional participation in decision making.

Other Recommendations

The Administrative Assistant to the President has been assigned the responsibility of public information. This is now in operation. He provides additional internal communication through the publication of the Faculty-Staff Notebook.

The decision has been made to employ a specialist in audio-visual education who will be assigned to the library staff. More efficient use of materials and equipment will be possible after this person reports for duty.

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DATE DUE

MAY 23	1966
MAR 8	1970
FEB	1971
MAR 4	1973
MAY	1977
JUN 2	1986
OCT 24	1988
GAYLORD	PRINTED IN U.S.A.

LIBRARY
Junior College of Broward County
Fort Lauderdale, Fla.

